Arizona Guidance for Title II-A Funding

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Guidance for Expending Title II – A Funds

P.L. 107-110 No Child Left Behind Act, Sections 2122 and 2123

The focus of Title II-A funds under NCLB is clear in the title: Preparing, Training and Recruiting High Quality Teachers and Principals. This guidance is intended to provide information to LEAs as they plan for Fiscal Year 2008, prepare professional development across the LEA and complete the NCLB Consolidated Application. This document is organized in a Question and Answer format to allow ease of finding guidance on specific topics that may arise as programs and budgets are planned.

There are three funding priorities for Title II-A funds that are listed in the Assurances of your NCLB Consolidated Plan. This guidance is also divided into three sections: Highly Qualified Teachers (HQT), Professional Development (PD) for Continuous School Improvement identified in site and LEA plans and Class-size Reduction (CSR) Programs.   When Title I and Title II-A specialists review the NCLB Consolidated Application for 2007-2008, they will be verifying that Title II-A funds are being used:

- First, to assist teachers and paraprofessionals to become Highly Qualified
- Second, to meet Professional Development needs identified in the LEA or school site plan
- Third for Class Size Reduction teachers

 All activities supported by Title II-A funds must be supplemental.

SECTION 1 – HIGHLY QUALIFIED TEACHERS (HQT)

Q 1A. What is the definition of Highly Qualified Teachers?

Highly Qualified Teachers must hold a bachelor's degree, a valid Arizona teaching certificate (intern, provisional, reciprocal or standard); and demonstrate competency in the content area(s) in which they are assigned to teach. Charter schools are exempt from the certification requirement. Teachers on emergency teaching certificates <u>are not</u> highly qualified.

Q 1B. Which teachers need to be HIGHLY QUALIFIED?

 All teachers of <u>core academic subjects</u> must be <u>highly qualified</u>. Core academic subjects include the following: elementary content, reading/language arts, English, mathematics, science (including the discrete areas of biology, chemistry, physics, earth science, and general science), arts (visual arts and music), history, geography, civics/government, economics, and foreign languages. Teachers not meeting these requirements must complete Individual Teacher Plans (ITP) in conjunction with their building administrator.

Q 1C. How does this apply to school wide (SW) Title I schools?

All core academic teachers in a school wide program must be highly qualified prior to assignment to a Title I school. When staffing SW Title I schools, LEAs should review assignment policies to minimize the number of teachers who need Individual Teacher Plans because they are not highly qualified. In establishing staffing policies, LEAs should prioritize grades or subject areas with highest need (lowest achievement) for assigning HQ teachers over non-HQ teachers. Non-HQ teachers must become highly qualified as early in the year as possible.

Q 1D. How does this apply to a targeted assistance Title I school?

Teachers delivering instruction in a targeted assistance program (and paid with Title I funds) must be highly qualified prior to assignment to the Title I program. Additionally, any teacher who supervises paraprofessionals in a targeted assistance program (regardless of how they are paid) must be HQ.

Q 1E. Who is required to hold a reading specialist endorsement?

A. According to State Board rule R7-2-613F, "The reading specialist endorsement shall be required of an individual in the position of reading specialist, reading consultant, remedial reading teacher, and special reading teacher or in a similar position (reading interventionist). All reading teachers including Title I Reading Teachers, Reading First Interventionists, remedial reading teachers, reading consultants, special reading teachers and teachers in similar positions are required to hold the reading specialist endorsement. This requirement does apply to Title I teachers who supervise Title I paraprofessionals for reading. However, this requirement does not apply to the regular classroom teacher.

B. Title I funds may pay for courses to assist Title I reading teachers in completing the reading specialist endorsement. Certification fees are not an allowable expense for Title I funds. These teachers will need to complete an Individual Teacher Plan (ITP) to document progress towards completing the requirements for the reading specialist endorsement. These teachers may continue in Title I programs for the 2007-2008 school year.

C. Title II funds may pay for courses to assist teachers in completing the reading specialist endorsement in non-Title I schools. Certification fees are not an allowable expense for Title II funds. These teachers will need to complete an Individual Teacher Plan (ITP) to document progress towards completing the requirements for the reading specialist endorsement.

D. The Certification Advisory Board is reviewing requirements for a proposed "new" reading specialist endorsement for K-6 and 7-12 that will require 24 credit hours and a proposed "new" reading specialist endorsement for K-12 that will require 30 credit hours, pending State Board of Education approval. Until such time that the proposed "new" reading specialist endorsements are approved by the State Board of Education, the current 15 credit hour reading specialist endorsement will remain in effect. Provisions for transitioning and grandfathering teachers who hold the current endorsement will be included in the "new" Board rule.

E. According to Administrative Code, Literacy (Reading) Coaches whose job descriptions clearly indicate professional development responsibilities with teachers, not instructional responsibilities with students, are not required to hold the reading specialist endorsement. However, they may be required to hold a reading specialist endorsement based on district qualifications for the position.

Q 1F. Can Title II-A funds be used for Academic Coaches?

A. Title II-A funds may be used for salaries and benefits for Academic Coaches whose job descriptions clearly indicate that they are responsible for providing professional development. The job description(s) may not include administrative responsibilities or instructional responsibilities for students (except for modeling instruction).

B. An Academic Coach is an effective teacher of a specific content area(s) who works collaboratively with K-12 teachers to support and enhance effective instruction at the local school site. The coach provides on-going site based professional development and technical assistance. The focus of the coach is to develop a teacher-centered system of support that facilitates the improvement of student learning. The goal of the coach is to build teacher capacity in the specified content area(s) by providing ongoing coaching.

C. Recommended experience:
1. At a minimum, it is recommended that the successful candidate:
   - Has 3 years of teaching experience
   - Meets the criteria of highly qualified teacher
   - Demonstrates knowledge and understanding of the coach's role
   - Has demonstrated success in:
     - teaching the targeted population in the content area,
     - working with site-based teams, and
     - providing professional development at the local level
   - Understands and interprets assessment data, both formal and informal, to inform instructional decisions

D. A job description including qualifications for the academic coaching position must be established and available to ADE staff.

Q 1G. What are the requirements for an interventionist?

The term interventionist is defined as a certified teacher (except a teacher in a charter school) who provides additional academic assistance during the school day as an intervention for students who are struggling within a particular program. The interventionist may also design, plan and supervise assistance provided by paraprofessionals. An interventionist must be a teacher who is highly qualified for the program in which he/she is teaching. This includes, specifically, Title I Reading Teachers, Reading First Interventionists, remedial reading teachers, reading consultants, special reading teachers and teachers in similar positions. A reading interventionist is required to hold the reading specialist endorsement; an ELL interventionist is required to hold a ESL, BLE or SEI endorsement; and a SPED interventionist is required to hold the appropriate SPED certification.

The interventionist must also have instructional experience in the grades and/or content areas of the program and training and experience in working with academically at-risk students. Individual Teacher Plans for acquiring the appropriate endorsements must be written for teachers without the appropriate endorsements or certificates.

Q 1H. What can Title II-A funds be used for to assist non-HQ teachers with their individual teacher plans?

LEAs must support all non-HQ core academic teachers with Individual Teacher Plan by providing for:
- AEPA testing fees,
- Tutoring to prepare for AEPA exams,
- Tuition for college coursework in the content area needed,
- Enrollment in alternative pathways to certification programs for emergency certified teachers, and/or
- Tuition for college coursework to obtain a reading specialist endorsement.

Q 1I. Can Title II-A funds be used to assist paraprofessionals?

A. Title II-A funds may be used to pay stipends for paraprofessionals who are highly qualified at the time of hire.

B. LEAs are encouraged to support their paraprofessionals who have earned college credits or AA degrees by placing them on a path to certification as a teacher. Paying tuition and release time are two ways that paraprofessionals can be assisted. Visit the ADE website for additional information at www.ade.az.gov/asd/hqtp/parapro.asp .

Q 1J. How can an LEA attract, recruit, and retain HQ teachers using Title II-A funds?

A. Signing bonuses for hard-to-staff schools or subject areas or performance incentives can be paid to teachers and/or principals to recruit or retain HQ staff. Use of Title II-A funds must be clearly tied to your LEA recruitment and retention plan. Incentive programs for teachers and/or principals should be carefully designed with clear criteria for payment of the stipends. If signing bonuses are implemented, LEAs need to determine their impact on recruitment and retention and ultimately on student achievement.

B. While reasonable and necessary expenses for recruitment are allowable under Title II-A, these funds cannot be used to fund a recruiter. Examples of allowable recruitment expenses include fees for Internet-based job recruitment sites (Teacher-Teacher.com, for example) or fees for Teach for America Corps members.

C. Evaluation of the LEA Recruitment and Retention Plan including recruitment expenses should be completed annually to determine the effect on the recruitment and retention of highly qualified teachers.

Q 1K. Can Title II-A pay for mentoring or new teacher induction activities?

The LEA may use Title II-A funds to develop a comprehensive mentoring and induction program and to pay stipends to mentor teachers. Mentoring Guidelines (Induction) as adopted by the Arizona State Board of Education are available at www.ade.az.gov/asd. Qualifications for mentors should be established so the most experienced, effective teachers have the opportunity for building the instructional capacity of entry-level teachers. A job description for mentor teachers including qualifications for the position must be established and available to ADE staff.   Use of Title II-A funds must be clearly aligned to LEA goals, building goals, and your Site Plan. Title I schools identified for school improvement under NCLB, are required to provide a mentoring program.

Q 1L. Is an LEA required to use Title II-A funds to ensure Equity?

LEAs are required to use Title II-A funds to ensure that poor and minority children are not taught by inexperienced, unqualified, and/or out of field teachers at higher rates than other children. For example:

1. Title II-A funds may be used to provide stipends to master teachers and principals who transfer to poor and minority schools.

2. Title II-A funds may be used to assist teachers in poor and minority schools to become National Board Certified.

3. The Arizona Approved Revised Equity Plan is available at: http://www.ade.az.gov/certification/downloads/book/RevisedStateEquityPlan. pdf

Q 1M. Are LEAs identified in year three of LEA improvement required to re-direct their Title II-A funds?

A. LEAs in improvement for the 3rd year may be required to re-direct their Title II-A funds to support the LEAs Corrective Action Plan.

B. CORRECTIVE ACTIONS REQUIRED– In the case of a LEA identified for corrective action, the State Educational Agency shall take at least one of the following corrective actions:

1. Deferring programmatic funds or reducing administrative funds.

2. Instituting and fully implementing a new curriculum that is based on State and local academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff, and that offers substantial promise of improving educational achievement for low-achieving students.

SECTION 2 - PROFESSIONAL DEVELOPMENT FOR CONTINUOUS SCHOOL IMPROVEMENT

Professional development is the means by which educators acquire or enhance skills, attitudes, and beliefs necessary to create high levels of student achievement. It can take many forms and must not be solely limited to presentations or one-day workshops delivered by experts. NCLB provides an extensive definition of high quality professional development in Section 9101(34). Title II–A funds must be used for professional development that meets the NCLB definition and that is focused on improving student achievement. Additionally, the ADE has adopted the National Staff Development Council Standards for Professional Development as its framework for professional development. All LEAs are encouraged to incorporate these standards when designing a professional development program. These standards may be reviewed at www.azed.gov/asd.

(See Appendix A for Definition of Professional Development.)

Q 2A. How is professional development planning accomplished?

The responsibilities for professional development extend from the classroom level all the way to the governing board level. Instructional staff, principals, and LEA level staff including superintendents each have needs and roles to be addressed in an LEA's professional development plan. The planning process begins with completing a needs assessment, establishing S.M.A.R.T. goals, selecting the PD approach and activities, and determining the means of evaluation. Comprehensive documentation of each of these steps is essential, especially when federal funds are used. *(See Appendix B-1 for an abbreviated version of a Sample Planning Matrix.)*

A. S.M.A.R.T. Goals
School and LEA level Plans, whether required by NCLB or as part of a continuous improvement culture, must have clear goals that **focus** the work of the staff in order to improve student achievement.   Use the acronym SMART as your guide when developing goals in order to determine if they are:

> S= Strategic and specific
> M= Measurable
> A= Attainable
> R= Relevant
> T= Time bound

(See Appendix B-1, first and third columns for sample S.M.A.R.T. goals.)

B. Needs Assessment – How We Know What Teachers (and Others) Need
Section 2122 of P.L. 107-110 describes the items an LEA must include in its needs assessment for PD. The collection of data for your needs assessment should not be limited to surveys of staff. As the ultimate purpose of a PD program must be the improvement of student performance, analysis of student achievement, and other student-related data is key to establishing both goals for Schoolwide/School Improvement Plans or Targeted Assistance programs as well as for the accompanying PD plan. Using the results of multiple data sources, needs of the teachers must be identified and prioritized.

 (See Appendix A-1, second column for sample data sources to assess teacher needs and the third column for conclusions drawn by analyzing the data. See Appendix B-1 for a list of possible methods to conduct needs assessments.)

C. Professional Development Approach and Activities

Resources for professional development that are readily available and respond to the needs of the teachers are selected to be aligned with the goals of the plans. The selection of the approach will include a stated PD process and a teaching goal or desired outcome.

The activities to carry out the PD approach must be sustained, intensive and classroom focused. A schedule of activities for the staff members involved should be planned and will include the follow-up activities that may extend throughout the school year and beyond. Responsibilities of the roles of staff members should be clearly defined to include who is determining the activities, what is expected of the participants, and how the activities will be evaluated for effectiveness, especially in meeting the accompanying school or district improvement goal.

(See Appendix B-1 columns four and five for PD Approaches and Activities. Each activity requires specific action plans describing how these will be implemented. See Appendix B-3 for sample approaches to or models of PD.)

D. Evaluation

Whether PD activities have been effective requires a progressive 5-step process, according to Thomas R. Guskey in *Evaluating Professional Development*. The five levels of PD evaluation are:

1. Participants' reactions
2. Participants' learning
3. Organization support and change
4. Participants' use of new knowledge and skills
5. Student learning outcomes

Each step occurs successively, rather than simultaneously, and no step should be skipped. For instance, student learning outcomes should not be evaluated unless all preceding levels of evaluation have occurred. In most cases longer periods of time transpire between each higher step. The more complex the learning and desired performance of PD participants, the longer it will take between Steps 1 and 5. *(See Appendix B-1, the last column, for sample evaluation targets for each of the steps. Note that the 5th level of PD evaluation refers back to the first column of S.M.A.R.T. goals. See Appendix B-4 for a chart describing each level of evaluation per Guskey's model. B-5 is an evaluation worksheet for your use.)*

E. Recordkeeping

The responsibility for maintaining records of PD lies with the individual staff member and with the school and/or LEA. Individuals who participate in PD activities should keep documents or records of attendance and other evidence of participation. The school and/or LEA must keep both fiscal and program records. The fiscal records include amount and source of funding support, staff who attended, types of activities funded, and fees paid. Program records include evidence of alignment to school or LEA plans, content of activities funded, and follow up activities and evaluations.

F. Building School and District Capacity

The Professional Development Leadership Academy (PDLA), sponsored by ADE, is designed to help schools and districts learn how to design and implement results-driven professional development. Its three-year curriculum entails 12 days of training each year (four Friday-Saturdays plus a four-day June Summit). Selected participants attend as a team that includes a district-level decision maker.

Q 2B. How does an LEA or school choose its professional development activities?

NCLB requires that schools and LEAs conduct an assessment of the needs for professional development that includes all staff, including Title I staff. The needs assessment results are used to develop a comprehensive LEA level professional development plan that prioritizes the needs of the staff while directly impacting levels of student achievement. Individual schools will develop their own plans in conjunction with their school improvement efforts that align to the LEA plan. Schools in school improvement that are required to use Title I funds for PD must align those activities with the school and LEA plans. Needs demonstrated by not making AYP as a school or LEA should receive the highest priority. All PD plans should complement each other.

The plan must include supervisors setting clear outcomes and benchmarks for determining effectiveness of the professional development. All staff members, including teachers, paraprofessionals, principals, and other support staff, should be offered specific professional development.

A professional development plan must be focused on student achievement. The professional development activities need to be job-embedded. An LEA may contract with an outside consultant to deliver the PD or LEA staff members may be paid stipends to provide the professional development. Teachers may be paid for non-instructional time to participate in follow up activities. Attendance at conferences must be tied to the overall plan and cannot be the sole activity of PD programs. The PD must include follow up and evaluation of the activities.

Q 2C. What types of professional development activities are allowable under Title II-A?

When selecting PD activities to meet your staff needs choose activities that provide knowledge and skills to the staff to help students meet or exceed Arizona's Academic Standards and that address instruction strategies that are proven effective based on current research and align with district goals, building goals, and your site plan. Such activities may focus on the personal growth of each teacher in:
- Using data and assessments to improve instruction and make decisions
- Content knowledge of the core academic subjects,
- Improvement of instruction by use of effective strategies,
- Addressing differing learning styles or needs, such as students with disabilities or English language learners (meeting the requirements for an SEI endorsement is not an allowable expenditure of Title II-A funds),
- Classroom management,
- Involving parents in the classroom instruction, or,
- Incorporating technology within the classroom to assist students and to enhance instruction.

Q 2D. How are Title II professional development funds distributed to schools?

Unlike the previous Title II programs, an LEA is not required to allocate funds to its schools by formula. The distribution of funds is solely need-based, with an emphasis on needs of schools and the LEA identified for improvement. Title II-A funds should be used to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified and/or out-of-field teachers (Arizona Revised Approved Highly Qualified Equity Plan).

Q 2E. What other program options for professional development are available?

Participation in innovative professional development programs such as the Professional Development Leadership Academy (PDLA) can be funded by Title II-A funds. Teachers applying for National Board certification can be supported by Title II- A funds. Your county education service agency may also provide professional development options that can be supported by Title II-A funds. The Arizona Department of Education IDEAL portal, http://www.ideal.azed.gov/node, allows teachers and other staff access to all of the courses offered through ADE's partnership with ASSET. Course fees are an allowable Title II-A expense when part of an ITP or further the school or LEA improvement goals.

SECTION 3 - CLASS-SIZE REDUCTION PROGRAMS (CSR)

Q 3A. What are the elements of a class-size reduction program? What is the research concerning class-size reduction?

A Class-size reduction program must be based on a needs assessment that has determined reducing class size in a particular grade or subject is necessary to the improvement of achievement of the affected students. Planning for CSR begins in the prior year as the budget for the upcoming year is being developed and staffing decisions are being made. When using Title II-A funds for CSR, student teacher ratio must be based on current class-size reduction research The earliest studies of statewide CSR programs from the 1980s focused on K-3 in Tennessee, K-3 in Wisconsin in the 1990s, and K-3 in California beginning in 1996. Classes were reduced to 13-17 in the Tennessee study, 15 or less in Wisconsin and less than 20 in California. Almost no research is available to show the effect of class size reduction in grades above the third grade.

Findings of the research are summarized:
- Smaller classes in K-3 improve reading and math achievement
- 15-18 is the upper limit for increasing achievement in the lower grades
- Improvement increases for each additional primary grade year of small classes
- Academic gains can be maintained for more than 5 years after the primary grades
- Achievement gaps with minority students can be overcome with small classes in K-3
- Instructional practices may change with smaller classes – more group work, more individual attention, less time spent on classroom management
- Not always cost effective – Funds spent on PD so teachers are more effective may produce better student achievement
- No benefits have been shown for reducing classes by a few students. Class size greater than 20 is not considered class reduction

Q 3B. What criteria are necessary to establish a CSR program?

A. CSR programs must establish <u>new positions</u> that:
- Represent a <u>full FTE</u> to be funded by Title II-A (see Q. 3C below)
- Focus on early intervention – grades K-3 – preferably beginning in K or 1st grade
- Positively impact student achievement
- Limit class size to between 13 and 18
- Target academically at-risk students first
- Consist of students spending the entire day every day in a small class
- Are based on a needs assessment that clearly identifies data, especially student achievement data, to be used for program evaluation.
- Are filled by <u>appropriately certified</u> and <u>HQ</u> teachers (documentation required)
- Are subject to a program evaluation (see Appendix B for evaluation criteria)

Q 3C. What do I do with previously funded positions that do not meet the above criteria?

Any continuously funded Title II-A CSR position (full FTE only) established under an original separate CSR grant prior to NCLB can continue to be funded, <u>if</u> the LEA has provided funds to recruit and retain highly qualified teachers, funded <u>all</u> of their individual teacher plans and has met the professional development needs identified in their professional development plan. CSR positions must be filled with highly qualified and appropriately certified teachers. <u>If an LEA cannot meet these requirements, Title II-A funds must be reallocated to these priorities. The CSR position(s) can no longer be funded with federal funds and must be paid for from your state or local funds</u>.

CSR positions established under NCLB must meet the above requirements for grades K-3. In grades above 3rd grade, class size must be reduced below 20, at a minimum, and preferably below 18. <u>Population growth is not a justification for establishing new CSR positions to be paid by Title II-A, which is subject to the supplement, not supplant provisions of NCLB. Charter schools may not establish Title II-A funded CSR positions to meet class size limits described in their charters</u>.

In order to avoid another supplanting issue, partial FTEs will no longer be allowed. LEAs must fully fund, including both salaries and benefits, any CSR FTEs with federal funds. Partially funded positions from previous years will need to be converted to state or local funding. If an LEA does not have sufficient Title II-A funds for a full FTE, it may use Title V-A funds to make up the difference or use the transferability provisions from Section 6123. Remember, CSR is <u>not</u> an allowable expense for Title I.

Q 3D. What other restrictions are there on the amount of Title II-A funds used for CSR?

A. In your NCLB Consolidated Application, a justification for spending beyond your 2002 allocation from the original class-size reduction program must be completed. Additionally, CSR funding is the 3rd level of priority for expending Title II-A funds after support for teachers to become HQ and PD expenditures to increase student achievement.

SECTION 4 - OTHER TITLE II-A EXPENSES AND REQUIREMENTS

Q 4A. What other categories of expenses may be allowable under Title II-A?

Three categories that are frequently budgeted are administration, supplies, and equipment. As with any federal grant, reasonable and necessary expenses to administer a program may be allowable, so long as the intent and purpose of the grant is being met. <u>Title II-A funds may be used only to fund Title II-A related activities</u>. The budget for supplies in Title II-A may only include reasonable and necessary expenses to support your Title II-A professional development program or the program administrator. Classroom supplies for CSR or other teachers are <u>not</u> allowable. Equipment expenditures are subject to the same criteria; any budget for equipment to support a professional development program that is greater than 10% of the PD budget may require further justification. An inventory of all equipment must be maintained as outlined in EDGAR 80.32.

Q 4B. What are the fiscal requirements for Title II-A grants?

A. LEAs may amend Title II-A projects in the ADE grants system and extend the project end date by up to three additional months to provide summer professional development opportunities.

B. Beginning FY08
   1. <u>All </u>LEAs will be required to submit additional documentation along with a Title II Completion Report. The reporting format will be made available September, 2007.

   2. <u>ADE will institute a 15% carryover limit to any project of more than $50,000</u>. If an LEA expects to carry over more than 15% of its Title II-A funds, it must submit a justification and request approval before June 30, 2008.

Q 4C. Who are the Title II-A contacts at ADE?
   A. Vickie Walters, Education Program Specialist
      Vickie.walters@azed.gov
      602-364-3552
   B. Cara Yazzie, Education Program Specialist
      Cara.yazzie@azed.gov
      602-542-5343
   C. Patty Hardy, Director Title II
      Patty.hardy@azed.gov
      602-542-3626

9101(34) PROFESSIONAL DEVELOPMENT- The term professional development' —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively

used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

SIP Annual Goals (S.M.A.R.T.)	How We Know What Teachers Need	Teacher Needs & Professional Learning Goals	Professional Development Approach	Professional Development Activities	Signs of Success *from T.R. Guskey's work on levels of PD evaluation*
Gr. 4-6 reading comprehension ▪ Increase by 10% the # of students who Meet Standard in Reading by April 2008 ▪ Increase AIMS Comprehension sub-scores of all students by 10% by April 2008	**Survey**: 60% of teachers reported use of three or fewer comprehension-development strategies **Walkthroughs**: absence of student discourse about what they're reading **Evaluations**: only 1/3 observed using curriculum integration	Deeper **knowledge** of curriculum integration **Skills:** Use increased number of instructional strategies to foster comprehension **Attitude:** Motivated to change from teacher-talk to student engagement **GOAL:** All Gr. 4-6 teachers by 3/08 use at least five strategies to develop comprehension in three content areas	Teachers experience *being* engaged learners via two **Study Groups** (**process**) (Regulars & Special Areas) in Gr. 4-6 **to strengthen and increase use of comprehension strategies and to integrate reading strategies into all subjects (outcome)** *NOTE: includes a stated PD **process and a teaching goal or desired outcome***	▪ View, discuss, decide how to use "Monitoring Comprehension"[1] ▪ Participants each choose at least one journal article from recommended list to read, discuss ▪ Describe and reflect on one's classroom assessments of comprehension *NOTE: these are **for a single Study Group** session. Each session needs its own activities.* [1]http://www.paec.org/teacher2teacher/monitoringcomp.html	1. meeting attendance and engagement 2. teachers identify at least one new learning each month 3. meeting time is "sacred" 4. All Gr. 4-6 teachers use at least five comprehension-development strategies by 3/08 5. Student goals reached
Gr. 6-8 Math: Geometry & Measurement ▪ Increase Strand 4, Concepts 1-2 & 3-4 raw scores by 25% in each of 3 grades *Gr. 6-8 Math* ▪ Reduce by 10% the % of students in Gr. 6, 7 who FFB ▪ Increase by 15% the % of all students who Meet or Exceed	**Survey and focus groups**: 75% of Gr. 6-8 teachers express low confidence in their own mathematical expertise **Site Council**: developed schoolwide consensus on every teacher being responsible for students' math mastery **Observations**: low incidence of higher-level questions; high incidence of teacher-talk **Lesson Plan Review:** little evidence of cross-disciplinary strategies or objectives	Deeper **knowledge** of algebraic and geometric principles and operations by all 6-8 teachers **Skills: a)** I.D. opportunities to infuse math goals in "non-math" subjects; **b**) use manipulatives and visual aids; **c**) use open-ended questioning techniques **Attitude:** Motivated to change from teacher-talk to student engagement **GOAL:** All Gr. 6-8 teachers by 3/08 display geometric & measurement visual aids relevant to their content area & use at least 30% of each class session for student discourse	*Practice: Complete the last three columns.*		
from T.R. Guskey's work on levels of PD evaluation:	1-immediate reaction 2-evidence of learning 3-evidence of organizational support & change 4 –evidence of use or implementation 5-impact on student learning				

H:/Donna/PD/PD sample plng matrix 6-07

Professional Development Needs Assessments

Information that can be gathered and analyzed to determine what teachers' professional development needs are should include both fact (data that serve as evidence) and opinion (perceptual data).

DATA COLLECTION METHOD	SAMPLE TYPES OF DATA	
	Evidentiary	**Perceptual**
Analyze records and logs	▪ Student achievement records (annual, quarterly benchmark assessments, grade-level or departmental assessments, etc.) ▪ Teacher credentials, awards ▪ Teacher professional development records ▪ Teacher and student demographics ▪ Meeting logs ▪ Student attendance records ▪ Teacher attendance records	▪ Walkthrough observation logs ▪ Teacher evaluations
Collect data from individuals	▪ Critical Incidence reports ▪ Number, frequency, duration, and type of professional development activities participated in by teachers during past year	▪ Opinion surveys (e.g., NSDC Standards Assessment Instrument, Teacher Working Condition survey, etc.) ▪ Face-to-face interviews
Collect data from groups	▪ Number, frequency, and duration of job-embedded professional development activities engaged in by grade-level or departmental teams, voluntary study groups, curriculum development teams, etc.	▪ Small group interviews ▪ Community meetings ▪ Site Council meeting ▪ Faculty meeting

After determining what data will be gathered, decide who will be involved in analyzing the data and what analytic methods they will use.

Job-Embedded Approaches to Professional Development

Teacher to Teacher *(one-on-one)*

- Mentoring
  http://webserver3.ascd.org/ossd/actionresearch.html

  http://www.teachingquality.org/BestTQ/issues/v05/v05n02.pdf

- Peer coaching
  http://www.nsdc.org/library/strategies/coaching.cfm

- Peer observation and reflection
  http://webserver3.ascd.org/ossd/peercoaching.html

  http://www.nsdc.org/library/strategies/walkthroughs.cfm

Teacher Collaboration *(grade-level or departmental teams, professional learning teams)*

- Action research (can also be conducted individually)
  http://www.nsdc.org/library/strategies/actionresearch.cfm

  http://webserver3.ascd.org/ossd/actionresearch.html

- Collaborative planning

  http://webserver3.ascd.org/ossd/collaborativeplanning.html

- Examining student work (can be enhanced via collaborative use of IDEAL's formative assessments for AIMS at http://www.ideal.azed.gov/node)

  http://www.lasw.org/index.html

- Lesson study
  http://www.nsdc.org/library/strategies/lessonstudy.cfm

- National Board Certification candidacy (can also be undertaken individually, but with much less impact on the organization)
  http://www.azk12.nau.edu/

- Study groups (can be enhanced through collaborative participation in ASSET courses -- http://www.ideal.azed.gov/node)

  http://webserver3.ascd.org/ossd/studygroups.html

  http://www.nsdc.org/library/strategies/studygroups.cfm

Appendix B-4

Five Critical Areas of Professional Development Evaluation

Source: Evaluating Professional Development by Thomas R. Guskey

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	Did they like it? Was their time well spent? Will it be useful? Was the leader knowledgeable and helpful?	Questionnaire administered at the end of the session Focus groups after session Interviews Personal learning logs	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	Did participants acquire the intended knowledge and skills?	Paper and pencil instruments Simulations and demonstrations (oral and or written) Participant portfolios Case study analyses	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated, and supported? Was the support public and overt? Were sufficient resources made available? Were successes recognized and shared?	District and school records of job-embedded learning opportunities Minutes from follow-up meetings NSDC Standards Assessment Inventory Structured interviews with participants and schools or district administrators Observations of staff collaboration in faculty and team meetings Peer observation and feedback records	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organizational support To inform future change efforts
4. Participants' use of new knowledge and skills	Did participant effectively apply the new knowledge and skills?	Structured interviews with participants and their supervisors Participant reflections (oral and or written) Participant portfolios Direct observations Video-or audiotapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	What was the impact on students? Did it affect student's performance or achievement? Did it influence students' physical or emotional well being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?	Student records School records Questionnaires Structured interviews with students, parents, teacher, and or/administrators Participant portfolios	Student learning outcomes Cognitive (performance achievement) Affective (attitudes and dispositions) Psychomotor (skills and behaviors)	To focus and improve all aspects of program design, implementation and follow-up To demonstrate the overall impact of professional development

Appendix B-5

Five Critical Areas of Professional Development Evaluation

Evaluation Level	What Questions are addressed?	How Will Information Be Gathered:	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' reaction	Did they like it? Was their time well spent? Will it be useful? Was the leader knowledgeable and helpful?		Initial satisfaction with the learning experience	To improve program design and delivery
2. Participants' learning	Did participants acquire the intended knowledge and skills?		New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated, and supported? Was the support public and overt? Were sufficient resources made available? Were successes recognized and shared?		The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organizational support To inform future change efforts
4. Participants' use of new knowledge and skills	Did participant effectively apply the new knowledge and skills?		Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	What was the impact on students? Did it affect student's performance or achievement? Did it influence students' physical or emotional well being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?		Student learning outcomes Cognitive (performance achievement) Affective (attitudes and dispositions) Psychomotor (skills and behaviors)	To focus and improve all aspects of program design, implementation and follow-up To demonstrate the overall impact of professional development

Guidance for Expending Title II – A Funds - Appendix C

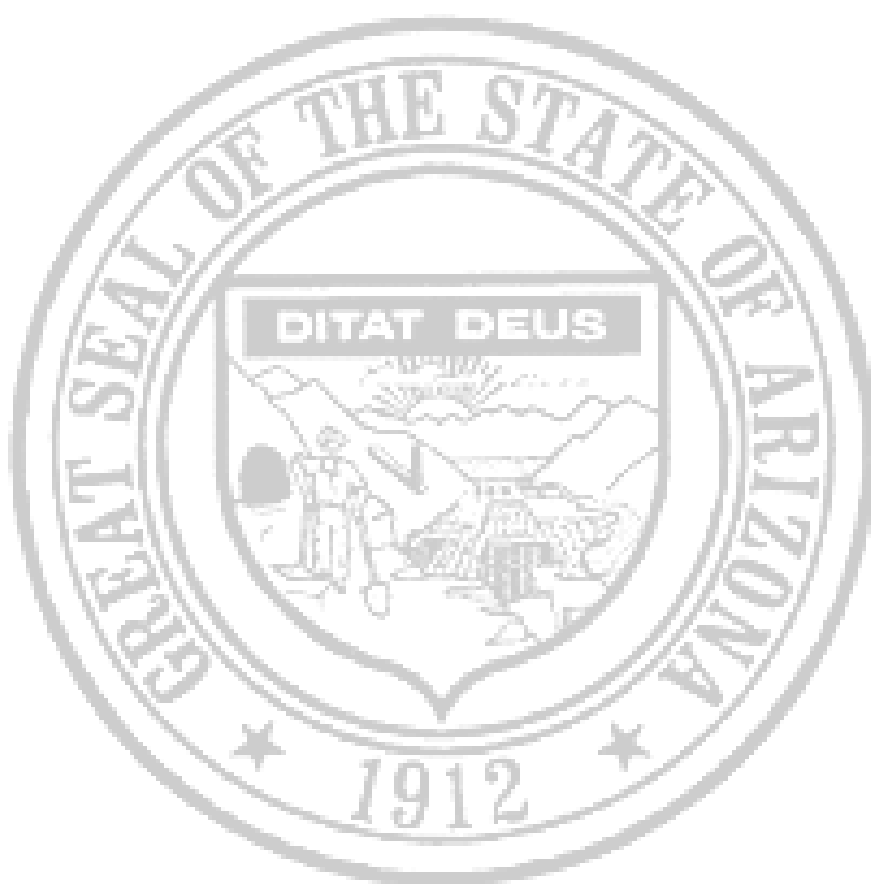*P.L. 107-110 No Child Left Behind Act, Sections 2122 and 2123*

How to Set Up an Evaluation Plan for Your Class-Size Reduction Program

A. The questions you need to answer:
- Are test scores better this year than last year?
- What is the impact on various groups (race, sex, SES, special ed.)?
- What happens to the retention rate in each grade?
- How is student behavior different (discipline, attendance)?
- Has teacher attendance, morale and/or perspective improved?
- Are teachers teaching differently? If so, how?
- What are the changes in parent involvement? ·
- Was there professional development for teachers who teach in small classes?
- Are there long-term results from class-size reduction?
- Are any other needs that were identified in the needs assessment being met?

B. Gather data within the established timeline:
- Determine if there are any differences between students and teachers participating in the program and students and teachers who do not participate or have not participated in small classes in the past 3 years.
- Select available assessment data
  - pre- and post-tests
  - existing required tests (local and/or state)
  - Establish a student baseline using students' test scores from the previous year. This will allow "benchmarking" against such things as state and national norms and as a comparison (over time) with other schools (in the same district or similar schools)
- Collect evidence of
  - Effectiveness of PD for teaching in small classes
    - Changes in content and delivery of instruction
    - success stories from teachers, parents, and students
    - teacher attendance and health status
    - teacher concerns and problems
    - parent concerns and problems
    - discipline referrals, attendance/tardiness, participation in school events
    - other indicators driven by the needs assessment used to establish the CSR program

C. Complete the evaluation annually
- Assign responsibility for data collection
- Establish end of cycle deadline – when evaluation needs to be completed
- Consider availability of data, especially test data
- Budget and program deadlines

D. Determine how evaluation will be used
- Major decision - to continue program
- Minor decisions – to adjust implementation, change data collection, etc.

DISCLAIMER PAGE

The contents of this publication were developed with funds allocated by the U.S. Department of Education under (Title II, P.L. 107-110 No Child Left Behind). These contents do not necessarily represent the policy of the agency, nor should endorsement by the federal government be assumed.

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